



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The Organization of Second Year College German. *

Professor Edward Henry Leuer, State University of Iowa.

In the curricula of the German departments of our various universities and colleges, the most critical position is held by the course almost universally known as "Second-year German". To point out the importance of this course it need only be said that in it, more than in any other course, is the question once and for all time settled, as to whether the student of average ability is to be successful in his pursuit of knowledge in the field of Germanics. In fact, we may go so far as to say that the measure of the efficiency of a department of Germanics is not the variety, scope, or scholarly organization of the advanced work, nor primarily the excellence of the beginning work. The efficiency of a department depends upon the efficiency of its second-year work. It is only when the second-year work effectively meets the demands made on it, that the fruits of the first-year work are gathered, and the assurance of future harvests in advanced work is given.

With this in mind, it would seem reasonable to expect that the courses offered as second-year work in our various colleges would be, within certain limits of variance, generally similar in character. An examination of the catalogs of seventy-three institutions of college grade shows conclusively that this is not the case. Upon such investigation we find, on the contrary, that there exists, with regard to this particular course, a greater diversity in method and organization, than with regard to any other course in the curriculum. This diversity may be best presented in the following data.

I. Length of Course.

3 hours.	(Total of first-year: 6 hours).....	31
3 hours.	(Total of first-year: 8 hours).....	5
3 hours.	(Total of first-year: 10 hours).....	15
4 hours.	(Total of first-year: 6 hours).....	1
4 hours.	(Total of first-year: 8 hours).....	11
4 hours.	(Total of first-year: 10 hours).....	4
5 hours.	(Total of first-year: 6 hours).....	1
5 hours.	(Total of first-year: 8 hours).....	0
5 hours.	(Total of first-year: 10 hours).....	5

Total 73

* The following article presents in a somewhat more formal manner the substance of a paper read before the meeting of the Germanic Section of the Central Division of the Modern Language Association, held at Minneapolis in December, 1914.

II. Material Read.

Classics only	3
Classics and modern prose of various kinds.....	45
Prose of various kinds only.....	25

Total 73

III. Phases of Work Specifically Mentioned.

Grammar Review	48
Composition: General	40
Special Book	22

Total 62

Conversation

The causes of this diversity are three in number. In the first place it is due to the attempt on the part of the departments to satisfy peculiar local conditions, which are, of course, different in the different institutions. It is obvious that it can not be the purpose of this paper to discuss this phase of the question, nor would such a discussion be of any value generally.

The second cause is, however, a matter of general interest. It is the fact that the second-year work has, in a number of instances, no character of its own, and has become merely a continuation of the elementary work. The reason for this lies in the circumstance that we are dominated by what may be called the "two-years-of-a-language" idea. The principle underlying this idea is that a student should spend at least two years in a language which he has once begun. Of the soundness of this principle there can be no doubt, but it has had a reflex influence on the second-year work, which has resulted in making of this course nothing more than the necessary sequel to the work of the first year. It is this fact that leads us to make the second-year work a motley course in which a little of everything is done, in which we are always pressed for time, in which much is neglected, much pedagogical moonshine is introduced, and much experiment is carried on. We continually point the students to the fields flowing with milk and honey in the regions of advanced German, and then wonder why so many earnest souls die within sight of the promised land. We lower satellites in our departments teach the first and second-year work in the hope that some day we shall be rewarded with a real advanced course, and we thereby forget that: hier oder nirgends ist Amerika.

The third cause of the diversity existing is that, even if we grant that the second-year course has a character of its own, there is held among us no well-defined, commonly-accepted idea of the province and scope of second-year college work. We all agree that there are many demands

made on the course, but we are far from agreeing on exactly what these demands are, and are even farther from unanimity on the question as to the ways and means to be employed in meeting these demands.

No matter how numerous and varied these demands are there are several which should be generally accepted and kept constantly before us. There is first of all the linguistic demand. When a student leaves the course in second-year German he should be able (1) to pronounce German easily and fluently and with a fair degree of phonetic accuracy; (2) to read at sight and with little difficulty texts of ordinary character; (3) to write German connectedly, with some regard for the rules of style and composition and some degree of grammatical accuracy.

Second only to these demands on the linguistic side is the cultural demand. Whereas the first-year work may very largely ignore this in its aim to train the student in technical proficiency, the second-year work can and should be cultural in that peculiar sense in which all study of literature is cultural. A fund of general information on questions of German literature, the manners and customs and daily life of the people, their history and fine art can be given to the student. In addition the student can be encouraged to develop in his reading a habit of critical judgment, and can be led to evolve for himself a series of critical standards without which no mind, no matter how brilliant, can lay any claim to cultural development.

There is no course in second-year German which does not have these demands in mind. There are very few however, who take any heed of a third demand, next only to these in importance. This is what might be called the scholarly demand. By it is meant nothing more than that the course should awaken or keep awake in the student the impulse for going on, must equip him with a working machinery of ability for going on, and must show him what can be done by going on. If the second-year work does not do this we must forego the pleasure and advantage of developing within our departments, students, who began their German in the university and who, nevertheless, are ready for advanced work by the time they reach their senior year. At present but a very small per cent of our advanced students are of that description. The second-year work should be „eine Einführung”; not a part of the elementary work but a real introduction to intensive study of the language.

To organize a course in which these various demands will be met, calls for careful planning and a most careful division of the time allotted. In such organization we are forced to labor under several difficulties, whose solving is imperative if the course is to become efficient.

We are met first of all with the problem of satisfactorily correlating the work done in the university with that done in the high-school. In

second-year work a part of the students had their beginning German in the university and the others came to the university with high-school credit in German. Experience has shown that this presents a group of students with preparation of the most varied character, to be welded into one unified group. The problems are (1) how to be just to the students who are very often not to blame for the weakness of the high-school work; (2) how to be just to the high-school and encourage the teaching of the subject in the high-school; (3) how to uphold the high standard of second-year work.

It is no solution of the problem to deal arbitrarily with the high-schools by refusing to accept their credits or by dealing summarily with their products. Such action is unjust to the student, it is unfair to the high-school, it discourages the teaching of the language in the high-school, and finally it does practically nothing to increase the effectiveness of the high-school teaching. The high-school work must be accredited on a just basis and the problem is how to bring the student with high-school training into line with the demands of the college course in second-year German.

To proceed intelligently it is necessary to determine the number of semester hours which should be devoted to first and second-year work. Sixteen or eighteen seem to be the correct amount. The preceding table shows a range of twelve to twenty; a limit of variance absurd and dangerous, and showing conclusively the need of an accepted norm in these matters. The division of the allotted hours between the two years is of little consequence. Whenever possible, however, it seems advisable to ask a bit more of those who had their beginning work in the high-school. On this basis the following is a suggested arrangement of courses.

1. Elementary German. Two Semesters of 5 Hours each.
2. Intermediate German. First Semester. 5 Hours.
Open to those who have had one year of high-school or one semester of university German.
3. Intermediate German. Second Semester. 5 Hours.
Continuation of the work of the first semester. The course covers practically the same ground as two semesters of second-year German of three hours each.
4. Second-Year German. Two Semesters of four hours each.
Open only to those who have had two years of high-school German.
5. Second-Year German. Two Semesters of 3 Hours each.
Open only to those who have had their previous training in the university.
6. Third-Year German.
Open to those who have had either of Courses 3, 4, or 5, or who have had four years of German in the high-school. (Students with three years of high-school work might enter here on probation.)

The advantages of such an arrangement must be apparent, and a mere enumeration of them will suffice here. (1) It segregates Freshmen and Sophomores in the second-year work. (2) It offers an effective check on the high-school work, since a student can be dropped into the next lower class without any ultimate loss of time or credit provided he can make up his deficiency. (3) Good high-school work receives just credit on an equitable basis. (4) Students entering the work in the middle of the year or those deficient for legitimate causes can easily, and in the course of one year, make up their deficiencies or irregularities.

The organization of second-year college German is rendered difficult, in the second place, because we seek to satisfy a lot of demands second in importance to the just demands made on the course. We have conceded too much to the cry for practicality. It has cheapened our work and has led to the introduction of much pedagogical quackery which has lowered the dignity of our courses. In the attempts to make things practical we have often made things cheap; in the attempt to make things attractive we have many times made things trivial; in the attempt at informality we have too often ended in coarseness. The second-year work should attract because of its dignity and its ideal should be one of scholarly attainment, even in the midst of utilitarian tendencies.

All difficulty in organization is closely bound up with questions of method. The planning of the work and the presentation of the material must be left to the ingenuity of the individual teacher. No method or expedient should be employed which does not conserve time. There are few classes of second-year German in which the absolute conversational method will permit the course to meet the demands made on it. Only such classes whose members have followed that method in their first-year work can be handled in that method in the second-year work.—A reading knowledge can be gained only by reading. The amount read should be more extensive than it is, and that increase can be gained by the elimination of the classics from second-year work.—The cry of the science departments for a reading knowledge can be answered in the regular course and need not occasion the introduction of a special course.—Composition should be taught not only as a means to an end, but as an end in itself. It should go hand in hand with the reading and not divert the interest by the introduction of another book.—All these points are problems in method which must find their solution in the light of the larger ideal of the course.

Great demands on the one hand; great difficulties on the other. The resultant problem is a serious one and yet one capable of solution. We are proceeding with success and assurance and it was no feeling of pessimism which led to the presentation of this discussion. It was merely the feeling that such a presentation would in many ways fix the ideal more clearly be-

fore our minds, and enable us to arrive at a greater mead of success. An instructor was heard to say that he preferred the first to the second year work, because, whereas the beginners knew nothing, the second year students knew just enough to make it impossible to do much with them. To him and to all of like faith I can only say: Here or nowhere is the land of boundless possibilities.

Berichte und Notizen.

I. Generalversammlung der Seminarunterstützungsgesellschaft.

Die Jahresversammlung dieser Gesellschaft wurde am 29. März unter dem Vorsitz des Herrn Hubert Cillis im Liederkrantz-Klubhause zu New York abgehalten. Über die lobenswerte Arbeit der Gesellschaft, die sich mit der Unterstützung des Deutschen Lehrerseminars in Milwaukee befasst, gab der von Sekretär G. J. Lenz verlesene Bericht des Vorstandes eingehende Auskunft. Der Finanzbericht wies eine Überweisung von \$4,000 an das Seminar auf. Der Bericht lautete: Bestand am 1. Januar 1914 \$4,096.07, Mitgliederbeiträge 1914 \$2,450, Zinsen \$39.48, zusammen \$6,585.55. Zu der Ausgabe von \$4,000 kommen noch Ausgaben von \$150.35, so dass ein Bestand von \$2,435.20 verbleibt.

Dem Vorstandsbericht ist das folgende entnommen: Die Tätigkeit der Seminar-Gesellschaft erlitt durch den Weltkrieg eine nicht zu vermeidende Einschränkung. Die sofort einsetzenden Sammlungen für die Kriegsnotleidenden drängten alles andere in den Hintergrund. Von diesem Gesichtspunkte aus gesehen, kann das Ergebnis unseres Rechnungsberichts kein schlechtes genannt werden. Wir glauben uns zu der Hoffnung berechtigt, dass es uns gelingen wird, nach Beendigung des Krieges die Mitgliedschaft unserer Gesellschaft bedeutend zu erweitern. Von der Milwaukeeer Anstalt liegt ein recht erfreulicher Bericht über das Jahr 1913—14 vor. Diesem Bericht ist nachzutragen, dass auch der zweite Sommerkursus glänzend ausgefallen ist. Die Zahl der Teilnehmer übertraf die des Vorjahres um 35 Prozent; es waren 55 gegen 39 Teilnehmer erschienen. Da in diesem Sommer die Sommerkurse in Deutschland ausfallen, wird die Beteiligung weiter steigen. Mit dem neuen Schuljahre fügte das Seminar seinem Kurse eine weitere Klasse hinzu, so dass der Lehrgang heute drei Vorbereitungsklassen und zwei Normalklassen umfasst. Durch die Neuerung wird dem Institut grössere Wirksamkeit gesichert, zugleich aber wachsen auch die Ausgaben. Von vielen Seiten wird auf die Notwendigkeit eines einjährigen Spezialkursus hingewiesen für junge Leute, die einen Collegegrad erworben haben und sich im Seminar noch Methode und Sprechfertigkeit erwerben wollen. Die Nachfrage ist so gross, dass sich Direktor Griebsch bereits mit einem Versuche befasste. Auch diese Neuerung wird dem Seminar neuen Schülerzuwachs bringen. Da aber gerade in einem solchen Spezialkurse Nichtdeutschen das Spezifische, was eben das Institut in Amerika allein vermitteln kann, zukommen würde, sollte dieser Fortschritt mit Freude begrüsst werden.

In dem Bericht wird der verstorbenen Mitglieder Hugo Reisinger, H. W. Boettcher, C. A. Schieren, F. Seemann und Jac. Spohn gedacht. Herr Paul M. Warburg schied nach seiner Berufung an die Bundes-Bankbehörde aus dem Aufsichtsrat des Seminars aus. Da auch Herr Reisinger dieses Amt bekleidete,